

# Texas Education Agency Standard Application System (SAS)

| <b>2017-2018 Perkins Reserve Grant</b> |  |   |
|--|--|---|
| <b>Program authority:</b>              | Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)   | <b>FOR TEA USE ONLY</b><br><small>Write NOGA ID here:</small> |
| <b>Grant Period:</b>                   | November 13, 2017, to August 31, 2018  |   |
| <b>Application deadline:</b>           | 5:00 p.m. Central Time, September 26, 2017   | <small>Place date stamp here:</small>                         |
| <b>Submittal information:</b>          | <p>One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division<br/>Texas Education Agency, 1701 North Congress Ave.<br/>Austin, TX 78701-1494</p> |   |
| <b>Contact information:</b>            | Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060   |   |

## Schedule #1—General Information

| Part 1: Applicant Information |                     |           |                     |             |
|-------------------------------|---------------------|-----------|---------------------|-------------|
| Organization name             | County-District #   |           |                     | Amendment # |
| San Perlita ISD               | 245904              |           |                     |             |
| Vendor ID #                   | ESC Region #        |           |                     |             |
| 746002249                     | 01                  |           |                     |             |
| Mailing address               | City                | State     | ZIP Code            |             |
| P.O. Box 37                   | San Perlita         | TX        | 78590-0037          |             |
| Primary Contact               |                     |           |                     |             |
| First name                    | M.I.                | Last name | Title               |             |
| Janie                         |                     | Livas     | Programs Consultant |             |
| Telephone #                   | Email address       |           | FAX #               |             |
| 956-330-5089                  | Jlivas9@gmail.com   |           | 956-248-5561        |             |
| Secondary Contact             |                     |           |                     |             |
| First name                    | M.I.                | Last name | Title               |             |
| Laurie                        |                     | Kilbourn  | Principal           |             |
| Telephone #                   | Email address       |           | FAX #               |             |
| 956-248-5200                  | lkilbourn@spisd.org |           | 956-248-5561        |             |

## Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

### Authorized Official:

|                                |      |                 |                |
|--------------------------------|------|-----------------|----------------|
| First name                     | M.I. | Last name       | Title          |
| Albert                         |      | Pena            | Superintendent |
| Telephone #                    |      | Email address   | FAX #          |
| 956-248-5563                   |      | apena@spisd.org | 956-248-5561   |
| Signature (blue ink preferred) |      |                 | Date signed    |

  
Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 245904

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name   | Application Type                           |                                     |
|------------|---|--|-------------------------------------|
|            |   | New  | Amended                             |
| 1          | General Information   | <input checked="" type="checkbox"/>        | <input checked="" type="checkbox"/> |
| 2          | Required Attachments and Provisions and Assurances          | <input checked="" type="checkbox"/>        | N/A                                 |
| 4          | Request for Amendment                                       | N/A  | <input checked="" type="checkbox"/> |
| 5          | Program Executive Summary                                   | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 6          | Program Budget Summary                                      | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 7          | Payroll Costs (6100)  | See Important Note For Competitive Grants* | <input type="checkbox"/>            |
| 8          | Professional and Contracted Services (6200)                 |  | <input type="checkbox"/>            |
| 9          | Supplies and Materials (6300)                               |  | <input type="checkbox"/>            |
| 10         | Other Operating Costs (6400)                                |  | <input type="checkbox"/>            |
| 11         | Capital Outlay (6600)                                       |  | <input type="checkbox"/>            |
| 12         | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 13         | Needs Assessment  | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 14         | Management Plan   | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 15         | Project Evaluation  | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 17         | Responses to TEA Requirements                               | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 18         | Equitable Access and Participation                          | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 245904

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| #  | Applicant Type | Name of Required Fiscal-Related Attachment |
|--|----------------|--|
| No fiscal-related attachments are required for this grant. |                |  |

| #   | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
|---|---|--|
| No program-related attachments are required for this grant. |   |  |

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

| X                                   | Acceptance and Compliance   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the General and Fiscal Guidelines.   |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the program guidelines for this grant.   |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all General Provisions and Assurances requirements.  |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 245904

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| #  | Provision/Assurance   |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.   |
| 3. | The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.  |
| 4. | The applicant assures that its ability is to meet the 20% match requirement.  |
| 5. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.   |
| 6. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).   |
| 7. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).  |

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**Schedule #4 – Request for Amendment**

County-district number or vendor ID: 245904

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

|    |                                     |                          | A   | B                 | C               | D                  |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| #  | Schedule #                          | Class/<br>Object<br>Code | Grand Total from<br>Previously<br>Approved Budget | Amount<br>Deleted | Amount<br>Added | New Grand<br>Total |
| 1. | Schedule #7: Payroll                | 6100                     | \$  | \$                | \$              | \$                 |
| 2. | Schedule #8: Contracted Services    | 6200                     | \$  | \$                | \$              | \$                 |
| 3. | Schedule #9: Supplies and Materials | 6300                     | \$  | \$                | \$              | \$                 |
| 4. | Schedule #10: Other Operating Costs | 6400                     | \$  | \$                | \$              | \$                 |
| 5. | Schedule #11: Capital Outlay        | 6600                     | \$  | \$                | \$              | \$                 |
| 6. | Total costs:                        |                          | \$  | \$                | \$              | \$                 |

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By TEA staff person:

**Schedule #4 - Request for Amendment (cont.)**

County-district number or vendor ID: 245904

Amendment # (for amendments only):

**Part 4: Amendment Justification**

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|--------|--------------------------|-----------------------|-------------------|
| 1.     |                          |                       |                   |
| 2.     |                          |                       |                   |
| 3.     |                          |                       |                   |
| 4.     |                          |                       |                   |
| 5.     |                          |                       |                   |
| 6.     |                          |                       |                   |
| 7.     |                          |                       |                   |

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**Schedule #5 – Program Executive Summary**

County-district number or vendor ID: 245904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools☐ Focus Area 2: Pathway Hubs, Career Center Partnerships☒ Focus Area 3: CTE Career Cluster☐ Focus Area 4: Testing Site/Licensed Instructor

Due to global competition, graduates are not just vying for jobs with those from across town or states but they are competing with well educated workers from other countries. The only chance our students have of staying ahead of the competition is for our schools to make it a priority to keep up with the development of the world and truly prepare our students for lifelong learning.

San Perlita ISD is a small district with 278 students from pre-kindergarten to 12<sup>th</sup> grade. The district demographics is composed of 89.78% hispanic/Latino and 9.49% white. The district participates in the Community Eligibility Provision (CEP) having 74.09 % of the students identified as economically disadvantaged.

The tasks for schools is to take advantage of all kinds of learning opportunities in a students life to achieve the goal of graduating a well educated, highly motivated adult. Learning opportunities take place inside or outside the school and at all times of the day. With the Partnership of VTX1 and the Perkins Reserve grant the students of San Perlita will be provided with all of these opportunities

Technology will opened the whole world to the students of this remote community. The use of technology in all subject areas and will prepared them with 21<sup>st</sup> century skills in all content areas as well as media technology, global awareness and entrepreneurship.

The tasks for schools are to take advantage of all kinds of learning opportunities in a student's life to achieve the goal of graduating a well-educated, highly motivated adult. Learning opportunities take place inside or outside the school and at all times of the day. With the additional opportunities to receive certifications, the students of San Perlita we be provided with these opportunities.

San Perlita will utilize the Perkins reserve grant to enhance our existing CTE Career cluster programs. We currently have the following clusters: Business and Industry, Multidisciplinary with 5 CTE classes, and Multidisciplinary with 5 dual enrollment classes.

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**Schedule #5- Program Executive Summary (cont.)**

County-district number or vendor ID: 245904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Business and Industry cluster consists of Business Management and Agricultural Science. Both of our CTE teachers have the ATC certification and are fully certified to teach several courses in their specific area. The business teacher has been in education for 8 years and the agricultural science teacher is on her 4<sup>th</sup> year.

The business crosswalk consists of Business Informational Management I & II and Accounting I & II. The plan is to add Marketing and Retail to provide a variety of courses for the students. Classes will be rotated from one year to the next in order to have the same teachers cover the additional classes that will provide students in our small district with more selections.

The agricultural science crosswalk consists Principals of Agriculture, Equine Science, Agricultural mechanics and Metal Fabrication, Wildlife & Fisheries, Lifestock Production, and Agricultural Power Systems. The plan is to add Floral Design and Plant Science certification.

The Multidisciplinary CTE cluster consists of four years of English, Math, Science and Social Studies classes plus any 5 CTE classes.

The Multidisciplinary Dual Enrollment cluster consists of four years of English, Math, Science and Social Studies classes plus any 5 dual enrollment classes.

The counselor plays a key role in expanding the quantity and quality of decision-making data available to students and the opportunities available to them within the clusters. Smart and flexible planning for secondary and postsecondary makes sense for all students regardless of their interests or abilities. Having a plan provides direction and eliminates wandering aimlessly through secondary and post secondary education. The plans will not be set in stone and students will have the freedom to change the plan. The counselor assists the students in formulating their Individualized Graduation Plan (IGP) and reviewing them on a yearly basis.

The Perkins Reserve grant will make it possible to update our laptops and facilitate the dual enrollment classes students need to take online. It will also make it possible for some of the students to graduate from high school with 1 or more certifications.

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By TEA staff person:



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 245904

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

**Budget Summary**

| Schedule #  | Title  | Class/<br>Object<br>Code | Program<br>Cost | Admin Cost | Total<br>Budgeted<br>Cost | Match          |
|---|--|--------------------------|-----------------|------------|---------------------------|----------------|
| Schedule #7   | Payroll Costs (6100)                           | 6100                     | \$4000          | \$0        | \$4000                    | \$1000         |
| Schedule #8   | Professional and Contracted<br>Services (6200) | 6200                     | \$3000          | \$0        | \$3000                    | \$5000         |
| Schedule #9   | Supplies and Materials (6300)                  | 6300                     | \$15,000        | \$0        | \$15000                   | \$5000         |
| Schedule #10  | Other Operating Costs (6400)                   | 6400                     | \$2500          | \$0        | \$2500                    | \$1000         |
| Schedule #11  | Capital Outlay (6600)                          | 6600                     | \$41000         | \$0        | \$41000                   | \$3000         |
| Grand total of budgeted costs (add all entries in each column): |  |                          | <b>\$65500</b>  | <b>\$0</b> | <b>\$65500</b>            | <b>\$15000</b> |

**Administrative Cost Calculation**

|  |         |
|--|---------|
| Enter the total grant amount requested:  | \$65500 |
| Percentage limit on administrative costs established for the program (5%):   | × .05   |
| Multiply and round down to the nearest whole dollar. Enter the result.<br>This is the maximum amount allowable for administrative costs, including indirect costs: | \$3275  |

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By TEA staff person:

### Schedule #7—Payroll Costs (6100)

| County-district number or vendor ID: 245904   |  |   | Amendment # (for amendments only): |               |
|---|--|---|------------------------------------|---------------|
| Employee Position Title   | Estimated # of Positions 100% Grant Funded   | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted              | Match         |
| <b>Academic/Instructional</b>   |  |   |                                    |               |
| 1   |  |   |                                    |               |
| 2 Educational aide  | 0  |   | \$                                 | \$            |
| 3 Tutor   | 0  |   | \$                                 | \$            |
| <b>Program Management and Administration</b>  |  |   |                                    |               |
| 4 Project director  | 0  |   | \$                                 | \$            |
| 5 Project coordinator   | 0  |   | \$                                 | \$            |
| 6 Teacher facilitator   | 0  |   | \$                                 | \$            |
| 7 Teacher supervisor  | 0  |   | \$                                 | \$            |
| 8 Secretary/administrative assistant  | 0  |   | \$                                 | \$            |
| 9 Data entry clerk  | 0  |   | \$                                 | \$            |
| 10 Grant accountant/bookkeeper  | 0  |   | \$                                 | \$            |
| 11 Evaluator/evaluation specialist  | 0  |   | \$                                 | \$            |
| <b>Auxiliary</b>  |  |   |                                    |               |
| 12 Counselor  |  |   | \$                                 | \$            |
| 13 Social worker  |  |   | \$                                 | \$            |
| 14 Community liaison/parent coordinator   |  |   | \$                                 | \$            |
| <b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b> |  |   |                                    |               |
| 15  |  |   |                                    |               |
| 16  |  |   |                                    |               |
| 17  |  |   |                                    |               |
| 18  |  |   |                                    |               |
| 19  |  |   |                                    |               |
| 20  |  |   |                                    |               |
| <b>Other Employee Positions</b>   |  |   |                                    |               |
| 21 Title  |  |   | \$                                 | \$            |
| 22 Title  |  |   | \$                                 | \$            |
| 23 Title  |  |   | \$                                 | \$            |
| 24  | Subtotal employee costs:   |   | \$                                 | \$            |
| <b>Substitute, Extra-Duty Pay, Benefits Costs</b>                                       |  |   |                                    |               |
| 25 6112 Substitute pay  |  |   | \$500                              | \$500         |
| 26 6119 Professional staff extra-duty pay   |  |   | \$3000                             | \$            |
| 27 6121 Support staff extra-duty pay  |  |   | \$                                 | \$            |
| 28 6140 Employee benefits   |  |   | \$500                              | \$500         |
| 29 61XX Tuition remission (IHEs only)   |  |   | \$                                 | \$            |
| 30  | Subtotal substitute, extra-duty, benefits costs  |   | \$                                 | \$            |
| 31  | <b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b> |   | <b>\$4000</b>                      | <b>\$1000</b> |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

| For TEA Use Only                                |                      |
|---|----------------------|
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| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 245904

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.**Professional and Contracted Services Requiring Specific Approval**

| Expense Item Description  |   | Grant Amount Budgeted | Match  |
|---|---|-----------------------|--------|
| 6269  | Rental or lease of buildings, space in buildings, or land | \$                    | \$     |
|   | Specify purpose:  |                       |        |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: |   | \$                    | \$     |
| <b>Professional and Contracted Services</b>   |   |                       |        |
| #   | Description of Service and Purpose                        | Grant Amount Budgeted | Match  |
| 1   |   | \$                    | \$     |
| 2   |   | \$                    | \$     |
| 3   |   | \$                    | \$     |
| 4   |   | \$                    | \$     |
| 5   |   | \$                    | \$     |
| 6   |   | \$                    | \$     |
| 7   |   | \$                    | \$     |
| 8   |   | \$                    | \$     |
| 9   |   | \$                    | \$     |
| 10  |   | \$                    | \$     |
| 11  |   | \$                    | \$     |
| 12  |   | \$                    | \$     |
| 13  |   | \$                    | \$     |
| 14  |   | \$                    | \$     |
| b. Subtotal of professional and contracted services:  |   | \$                    | \$     |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: |   | \$3000                | \$5000 |
| (Sum of lines a, b, and c) Grand total  |   | \$3000                | \$5000 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

|   |   |   |               |
|---|---|---|---------------|
| County-District Number or Vendor ID: 245904               |   | Amendment number (for amendments only): |               |
| <b>Supplies and Materials Requiring Specific Approval</b> |   |   |               |
|   |   | <b>Grant Amount Budgeted</b>            | <b>Match</b>  |
| 6300  | Total supplies and materials that do not require specific approval: | \$15000                                 | \$5000        |
| <b>Grand total:</b>                                       |   | <b>\$15000</b>                          | <b>\$5000</b> |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 245904

Amendment number (for amendments only):

| Expense Item Description  |  | Grant Amount Budgeted | Match  |
|---|--|-----------------------|--------|
| 6413  | Stipends for non-employees other than those included in 6419               | \$                    | \$     |
| 6419  | Non-employee costs for conferences. Requires pre-authorization in writing. | \$                    | \$     |
| Subtotal other operating costs requiring specific approval:                 |  | \$                    | \$     |
| Remaining 6400—Other operating costs that do not require specific approval: |  | \$2500                | \$1000 |
| Grand total:  |  | \$2500                | \$1000 |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #11—Capital Outlay (6600)**

| County-District Number or Vendor ID: 245904   |                         |          | Amendment number (for amendments only): |                       |               |
|---|-------------------------|----------|---|-----------------------|---------------|
| #   | Description and Purpose | Quantity | Unit Cost                               | Grant Amount Budgeted | Match         |
| <b>6669—Library Books and Media (capitalized and controlled by library)</b>   |                         |          |   |                       |               |
| 1   |                         | N/A      | N/A                                     | \$                    | \$            |
| <b>66XX—Computing Devices, capitalized</b>  |                         |          |   |                       |               |
| 2   | 20 i-Pads               |          | \$350                                   | \$7000                | \$1500        |
| 3   | 20 Laptops              |          | \$1700                                  | \$34000               | \$1500        |
| 4   |                         |          | \$                                      | \$                    | \$            |
| 5   |                         |          | \$                                      | \$                    | \$            |
| 6   |                         |          | \$                                      | \$                    | \$            |
| 7   |                         |          | \$                                      | \$                    | \$            |
| 8   |                         |          | \$                                      | \$                    | \$            |
| 9   |                         |          | \$                                      | \$                    | \$            |
| 10  |                         |          | \$                                      | \$                    | \$            |
| 11  |                         |          | \$                                      | \$                    | \$            |
| <b>66XX—Software, capitalized</b>   |                         |          |   |                       |               |
| 12  |                         |          | \$                                      | \$                    | \$            |
| 13  |                         |          | \$                                      | \$                    | \$            |
| 14  |                         |          | \$                                      | \$                    | \$            |
| 15  |                         |          | \$                                      | \$                    | \$            |
| 16  |                         |          | \$                                      | \$                    | \$            |
| 17  |                         |          | \$                                      | \$                    | \$            |
| 18  |                         |          | \$                                      | \$                    | \$            |
| <b>66XX—Equipment, furniture, or vehicles</b>   |                         |          |   |                       |               |
| 19  |                         |          | \$                                      | \$                    | \$            |
| 20  |                         |          | \$                                      | \$                    | \$            |
| 21  |                         |          | \$                                      | \$                    | \$            |
| 22  |                         |          | \$                                      | \$                    | \$            |
| 23  |                         |          | \$                                      | \$                    | \$            |
| 24  |                         |          | \$                                      | \$                    | \$            |
| 25  |                         |          | \$                                      | \$                    | \$            |
| 26  |                         |          | \$                                      | \$                    | \$            |
| 27  |                         |          | \$                                      | \$                    | \$            |
| 28  |                         |          | \$                                      | \$                    | \$            |
| <b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b> |                         |          |   |                       |               |
| 29  |                         |          |   | \$41000               | \$3000        |
| <b>Grand total:</b>   |                         |          |   | <b>\$4100</b>         | <b>\$3000</b> |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

**For TEA Use Only**

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On this date:

By TEA staff person:

# Schedule #12- Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 245904

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

| Student Category                 | Student Number | Student Percentage | Comment |
|----------------------------------|----------------|--------------------|---------|
| Economically disadvantaged       | 59             | 68.60%             |         |
| Limited English proficient (LEP) | 6              | 6.98%              |         |
| Attendance rate                  | NA             | %                  |         |
| Annual dropout rate (Gr 9-12)    | NA             | %                  |         |
| Teacher Category                 | Teacher Number | Teacher Percentage | Comment |
| 1-5 Years Exp.                   | 1              | 10.6%              |         |
| 6-10 Years Exp.                  | 1              | 52.2%              |         |
| 11-20 Years Exp.                 |                | %                  |         |
| 20+ Years Exp.                   |                | %                  |         |
| No degree                        |                | %                  |         |
| Bachelor's Degree                |                | %                  |         |
| Master's Degree                  |                | %                  |         |
| Doctorate                        |                | %                  |         |

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

## Students

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 | Total |
|----|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
|    |   |   |   |   |   |   |   |   |   | 20 | 25 | 19 | 18 | 82    |

## Teachers

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10  | 11  | 12  | Total |
|----|---|---|---|---|---|---|---|---|---|-----|-----|-----|-----|-------|
|    |   |   |   |   |   |   |   |   |   | .50 | .50 | .50 | .50 | 2     |

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 245904

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data drives the decisions made at San Perlita ISD. A comprehensive needs assessment that reviews curriculum, instruction, parental involvement, staff, culture, and extra-curricular activities is done on a yearly basis. Scores on benchmarks as well as state exams are disaggregated and analyzed to plan for the instruction that will meet the needs of the students. The need to provide students with new computers was evident since the last time they were purchased was over 5 years ago.

San Perlita is a very small rural community, there are approximately 578 people, 169 households. The racial makeup of the city is 76.91% White, 2.21% African American, 0.59% Native American, 17.79% from other races, and 2.50% from two or more races. The average household size is 4.02 and the average family size about 4.32. About 31.3% of families and 39.5% of the population were below the poverty line, including 53.4% of those under age 18 and 32.7% of those age 65 or over.

San Perlita ISD has a limited amount of CTE courses. The partnership with Texas State Technical College was not renewed this year because of the conflicts in course scheduling. The only avenue our students have at this time is for on-line courses.

San Perlita ISD does not have the means to provide certification for students in any CTE course. The plan is to be able to provide curriculum subscription licenses for instructors and students as well as certification vouchers for students.

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 245904

Amendment # (for amendments only):

**For TEA Use Only**

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**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Identified Need   | How Implemented Grant Program Would Address   |
|----|---|---|
| 1. | Computers in the CTE classrooms are over 5 years old. There is a need to upgrade to newer computers   | The grant would enable the district to purchase laptops for at least half of the students.                                    |
| 2. | There is a need to provide i-Pads for students to utilize as they do their work outside the classroom and in their internships with VTX1.   | The program would enable the district to purchase i-Pads that will allow students to check out and use outside the classroom. |
| 3. | There is a need to provide students with additional CTE courses provided by our teachers after Texas State Technical Institute made it impossible for our students to take CTE and dual enrollment courses. | The grant program will provide for curriculum and course certifications provided by the districts CTE teachers.               |
| 4. | There is a need for students students to receive certifications that will assist them in their post secondary classes or careers.   | Curriculum licenses and certification vouchers would allow the students to receive their certifications.                      |
| 5. |   |   |

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 245904

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Title             | Desired Qualifications, Experience, Certifications  |
|----|-------------------|---|
| 1. | Adrian Montemayor | Mr. Montemayor is the principal. He has been in education for 10 years, 5 as a teacher, 3 as assistant and 2 years as principal. He has just completed his Superintendency certification. |
| 2. | Crystal Rodriguez | Ms. Rodriguez is the counselor and she has 11years in education. She was a teacher for 6 years and a counselor for 5. She works closely with CTE students.                                |
| 3. | Deborah Rodriguez | Ms. Rodriguez has been the business manager for 3 years. She was a teacher in the district for 3 years, an accountant in the private sector for 2 and a finance manager for 2.            |
| 4. | Albert Pena       | Mr. Pena is the superintendent. He has been in education for 27 years. He was a teacher for 14 years, a central office administrator for 4 years and a superintendent for 9 years.        |
| 5. | Janie Livas       | Ms. Livas is the federal programs consultant for the district. She has been in Education for over 40 years. She works on a part-time basis.   |

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Objective                   | Milestone   | Begin Activity | End Activity |
|----|-----------------------------|---|----------------|--------------|
| 1. | Purchase laptops and i-Pads | 1. Get a quote for the i-Pads and laptops             | 12/15/2017     | 01/15/2017   |
|    |                             | 2. Take the quotes to the school board                | 01/05/2018     | 01/15/2018   |
|    |                             | 3. Submit requisitions for purchase orders            | 01/15/2018     | 01/20/2018   |
|    |                             | 4. Order i-Pads and laptops                           | 01/20/2018     | 02/22/2018   |
|    |                             | 5.  | XX/XX/XXXX     | XX/XX/XXXX   |
| 2. | Implement curriculum        | 1. Review of new Curriculum by teachers               | 12/15/2017     | 01/30/2018   |
|    |                             | 2. Start instruction with new Curriculum              | 02/01/2018     | 05/30/2018   |
|    |                             | 3. Meet with VTX1 on internships                      | 02/30/2018     | 03/15/2017   |
|    |                             | 4. Start Internships                                  | 3/15/2018      | 05/30/2018   |
|    |                             | 5.  | XX/XX/XXXX     | XX/XX/XXXX   |
| 3. | Monitor                     | 1. Administrator checks to see all orders were placed | 01/20/2017     | 01/30/2018   |
|    |                             | 2. Administrator checks implementation of the program | 02/15/2018     | 02/15/2018   |
|    |                             | 3. Administrator checks on students certifications    | 05/30/2018     | 06/15/2018   |
|    |                             | 4.  | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                             | 5.  | XX/XX/XXXX     | XX/XX/XXXX   |
| 4. |                             | 1.  | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                             | 2.  | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                             | 3.  | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                             | 4.  | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                             | 5.  | XX/XX/XXXX     | XX/XX/XXXX   |
| 5. |                             | 1.  | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                             | 2.  | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                             | 3.  | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                             | 4.  | XX/XX/XXXX     | XX/XX/XXXX   |
|    |                             | 5.  | XX/XX/XXXX     | XX/XX/XXXX   |

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

County-district number or vendor ID: 245904

Amendment # (for amendments only):

**For TEA Use Only**

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**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Management will be conducted by a closely-knit team comprised of administrators, industry partners, community-based organizations, parents, and teachers. A Campus Advisory Committee is already established. The staff and the Advisory Committee will collectively contribute to the design and implementation of activities. The Campus Principal will oversee the day-to-day activities. To ensure continuous improvement and feedback, the Campus Principal will: (1) identify participant expectations and requirements; (2) ensure that training activities meets participant needs, (3) use data to help monitor progress and solve problems as they occur and assess the causing factors, and (4) involve community leaders, residents, business partners, campus administrators, and district administrators in decision-making (as structured through the Advisory Committee). The counselor is also involved with the teachers and students on a daily basis as she works with them with their schedules and graduation plans. The fact that San Perlita is a small rural district, all administrators know the students by name and keep up with their progress on a regular basis.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It is difficult to predict what the economy will be like within five years, especially since Willacy County is an impoverished county with high unemployment and a low property tax value. The two CTE teachers in the district are both ATC certified. They are fully certified to teach a number of courses in their area. The additional CTE curriculum, students certifications, and the opportunities that open up for the students as they embark on any post secondary endeavors are invaluable. San Perlita Independent School district is committed to supporting the continuation the Perkins Reserve grant through title funding and other local resources.

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### Schedule #15 - Project Evaluation

County-district number or vendor ID: 245904

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Evaluation Method/Process                       | Associated Indicator of Accomplishment |  |
|----|---|--|--|
| 1. | Identify # of students participating            | 1.                                     | Increase # of students participating in industry experience    |
|    |   | 2.                                     | Increase # of students in dual-enrollment classes              |
|    |   | 3.                                     | Increase # of students with internships                        |
| 2. | Identify # of additional classes                | 1.                                     | Number of additional classes in Business Management            |
|    |   | 2.                                     | Number of additional classes in Agricultural Science           |
|    |   | 3.                                     |  |
| 3. | Identify # of Certifications available          | 1.                                     | Increase # of certifications available in Business Management  |
|    |   | 2.                                     | Increase # of certifications available in Agricultural Science |
|    |   | 3.                                     |  |
| 4. | Evaluate implementation of program enhancements | 1.                                     | Increase in attendance   |
|    |   | 2.                                     | Higher test scores   |
|    |   | 3.                                     |  |
| 5. | Evaluate certification program                  | 1.                                     | Increased # of students taking 1 or more certification tests   |
|    |   | 2.                                     | Increase # of students passing 1 or more certification tests   |
|    |   | 3.                                     |  |

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Continuous improvement will be based on results provided by on-going monitoring done by the campus principal. Monitoring will also be done by the counselor. Teachers will provide feedback on implementation of new strategies and students' progress on a weekly basis. Adjustments will be made immediately to support and student success. Principal will meet with teachers on a six weeks basis to analyze progress and monitor implementation. Federal programs consultant will monitor for compliance and progress.

Student academic data are collected from STAAR results, benchmarks, grades, and projects. Computer program will be utilized to score the benchmarks and disaggregate the data. STAAR-One question bank provided by Region One ESC is utilized to assist in creating benchmarks to assess students taking STAAR which includes assessment of college readiness skills.

Ongoing formative evaluation will ensure that the program effectively achieves its goals and measurable objectives in a timely way. Evaluating the intermediate outcome measures described will provide an ongoing assessment of the programs progress. As part of a continuous improvement management model, San Perlita has an electronic monitoring system to report its progress. As problems are identified, the principal or counselor will examine programs, uncover reasons for any poor performance, and make recommendations and adjustments for improvements.

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**Schedule #17 – Responses to TEA Program Requirements**

County-district number or vendor ID: 245904

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The project identified the high demand occupations as part of the comprehensive needs assessment done on a yearly basis. The need of specific needs in the local area workforce as well as the personal interest of the students are taken into account when planning specific courses to be offered in the CTE courses.

San Perlita ISD is surrounded by farms and ranches who need students to learn how to work them and make them prosper. Farmers, ranchers, and other agricultural managers is number 5 of the top occupational trends in the area as indicated on the Labor Market and Career information (LMCI) Department of the Texas Workforce Commission.

Business Management is essential for success in most careers. Whether you are operating a farm or auditing a school district the skills acquired in Business Information Management classes will be utilized in the process. Accounting is number 11 of the top occupation trends in the area as indicated on the LMCI Department of the Texas Workforce Commission.

Willacy county is home to only 4 school districts in the Rio Grande Valley. The cities, county, and school officials are always collaborating in all the events hosted by any of the entities. They get together to discuss any and all situations that will affect Willacy county from school safety to natural disaster situations. The needs of the workforce in the area is always a topic of interest due a the limited number of industries in the area. All of this information is considered as the district works on the yearly comprehensive needs assessment.

The superintendent also meets on a regular basis with the other superintendents in the Lower Rio Grande Valley. These meetings are facilitated by Region One Service Center. High priority topics are addressed at these meetings and the high demand occupations and their related programs of study in partnership with the local workforce development board is one of them.

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County-district number or vendor ID: 245904

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The Program of study selected is Business and Industry.

### Business Management

Students will start in 7<sup>th</sup> grade with Career Explorations.  
 Students will take Business information Management I in 9<sup>th</sup> grade.  
 Students will take Business Information Management II in 10<sup>th</sup> grade.  
 Students will continue with Accounting I in 11<sup>th</sup> grade.  
 Students will finish High School with Accounting II in 12<sup>th</sup> grade.  
 Post secondary will start with Introduction to business.  
 Post secondary will continue with Principals of Accounting.

As students start with Career Explorations in 7<sup>th</sup> grade they start with basic keyboarding skills and computer applications that facilitate the Business Information Management I in 9<sup>th</sup> grade. Business Information II is an advanced continuation of Business Information Management I. These classes are aligned with the high demand occupation of clerks and office managers.

Accounting I and II are more rigorous and build upon the regular math classes. The BIM classes provide structure and computer skills for the accounting classes. Accounting classes provide students with the opportunity to excel in banking and bookkeeping careers.

Post secondary course will start with Introduction to Business to expose the student to the multiple aspects of business careers. Once the students see all the different opportunities available in business as adults they will be able to select the one most appropriate for them.

The next class is Principals of Accounting for those students that want to pursue a career in bookkeeping, accountants, comptroller or certified public accountant.

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# Schedule #17— Responses to TEA Program Requirements

County-district number or vendor ID: 245904

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

## Sample Crosswalk

Multidisciplinary with CTE courses. Students would take the 4 by 4 core classes with at least 5 CTE classes

### High School

| English     | Math       | Science     | Social Studies  | CTE           |
|-------------|------------|-------------|-----------------|---------------|
| English I   | Algebra I  | Biology     | World Geography | Speech        |
| English II  | Geometry   | Chemistry   | World History   | BIM I         |
| English III | Algebra II | Physics     | US History      | BIM II        |
| English IV  | Pre-Cal    | Aquatic Sci | Economics       | Accounting I  |
|             |            |             |                 | Accounting II |

### Post-Secondary

Students can earn an **Accounting Certification** in a shorter period of time with a few foundation classes. Graduates can find employment as an accounting clerk or as a bookkeeper for a local business.

**Marketable Skills Award** provides short-term workforce training for students interested in attaining specific skills in accounting, such as taxation or bookkeeping.

**Associate's Degree** is the completion of two years of college courses or 60 or more semester credit hours. This degree will help students find employment as an accounting clerk at a large company or as a bookkeeper at a smaller company. Students with this degree have a better opportunity for advancement within an organization than students with a certificate.

**Bachelor's Degree** is the completion of 4 years of college courses to become a professional accountant in business of government.

**Master's Degree** is designed for students that want to take the Certified Public Accountant (CPA) exam.

Sample Certificate: Occupational Certificate – General Office Clerk 15 semester credit hours.

Business Computer Applications I  
Records & Information Management I  
Business Math  
Intermediate Keyboarding  
Business Report Writing & Correspondence

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 248904

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

San Perlita is rural town surrounded by farms and ranches with a small country store and post office. It is difficult to have partner organizations without having any inside the district boundaries. San Perlita ISD went to the closes neighboring city, nine miles away, to find the partner organization.

Valley Telephone and Cooperative Incorporated (VTCI) is the partner organization that will help the district carry out the grant. VTCI also includes VTX Communications, LLC and VTX Telecom, LLC under the umbrella VTX1. VTX1 provides the local and long distance service as well as the internet service to the district.

Valley Telephone and Cooperative was formed in 1952 in order to bring telephone service to the rural areas of the Rio Grande Valley. Meetings were held in Willacy, Hidalgo, Cameron, Kennedy and Starr counties to determine how many farm families wanted to form a member owned telephone cooperative.

The company now provides internet, television entertainment and telephone service to approximately 14,000 members. Their broadband network extends from south of San Antonio to the lower Rio Grande Valley.

VTX1 is located in Raymondville, Texas and is also one one the largest employer for the Willacy county area.

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The industry partner that will assist with curriculum development to support relevant and frequent industry experience for students participating in the program is Valley Telephone and Cooperative Incorporated (VTX1). VTX1 provides internet, television and phone applications to families and small businesses in south Texas and carrier services to large enterprises. VTX1 has always been visible in the community and is ready to assist in any capacity.

VTX1 will provide teachers and staff development activities and training. They will also provide students internships as well as other hands on activities through their local offices.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 245904

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The sustainability plan is a three phase process.

Phase one is to implement successful programs in the school district. This phase is considered the most important since having a great product will help facilitate the process of "friendraising". Once the parents see what their children can do they will advocate for the program. The industry and other businesses in the area will also see the benefits the additional courses and certifications do for them and they will also advocate for the continuation of the program.

The second phase is to integrate the business community with the CTE program through youth internship/mentorship opportunities. This inclusion and exposure will help the community increase awareness of the benefits of the programs of study aligned with Texas identified in-demand occupations or industries. VTX1 will be the first one to offer the internships and these will open the door to others.

The third and final phase for sustainability is to solidify the commitment of both school district's board members and school administrators to allocate appropriate funding to continue the program. The Technology upgrades will be in place as well as the curriculum and certification programs. The district will utilize Title and other federal funding as well as local resources. Additional grants will be solicited to supplement and replace funding reduction. These sustainability strategies will ensure funding is allocated for continuation of the CTE enhancement program.

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**Schedule #17— Responses to TEA Program Requirements**

County-district number or vendor ID: 245904

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

Not Applicable.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 245904

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

The district utilizes a Project Lead the Way (PLTW) a well-defined engineering coursework at the middle school level. All teachers incorporate Project Based Learning (PBL) in their classrooms. Lessons include work force clusters, expert practitioners, field based learning, and research of current issues. High school CTE courses follow with Business and Agriculture Clusters.

The Perkins Reserve grant will provide updated laptops that will facilitate the online curriculum and dual enrollment on-line classes. The grant will also allow students to participate in internships with a local industry and put into practice the skills learned in the CTA courses.

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### Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 245904

Amendment number (for amendments only):

#### No Barriers

| #   | No Barriers   | Students                            | Teachers                            | Others                              |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

#### Barrier: Gender-Specific Bias

| #   | Strategies for Gender-Specific Bias  | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| A01 | Expand opportunities for historically underrepresented groups to fully participate   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### Barrier: Cultural, Linguistic, or Economic Diversity

| #   | Strategies for Cultural, Linguistic, or Economic Diversity  | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| B01 | Provide program information/materials in home language  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 245904

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

| #   | Strategies for Cultural, Linguistic, or Economic Diversity   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Gang-Related Activities**

| #   | Strategies for Gang-Related Activities   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Schedule #18 – Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 245904

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

| #   | Strategies for Gang-Related Activities   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| C08 | Provide community service programs/activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Drug-Related Activities**

| #   | Strategies for Drug-Related Activities   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Visual Impairments**

| #   | Strategies for Visual Impairments                | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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County-District Number or Vendor ID: \_\_\_\_\_ Amendment number (for amendments only): \_\_\_\_\_

**Barrier: Visual Impairments**

| #   | Strategies for Visual Impairments  | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Hearing Impairments**

| #   | Strategies for Hearing Impairments  |                          |                          |                          |
|-----|---|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Learning Disabilities**

| #   | Strategies for Learning Disabilities  | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Other Physical Disabilities or Constraints**

| #   | Strategies for Other Physical Disabilities or Constraints  | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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County-District Number or Vendor ID:

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**Barrier: Inaccessible Physical Structures**

| #   | Strategies for Inaccessible Physical Structures   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Absenteeism/Tuancy**

| #   | Strategies for Absenteeism/Tuancy  | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| K01 | Provide early identification/intervention  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: High Mobility Rates**

| #   | Strategies for High Mobility Rates                              | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Lack of Support from Parents**

| #   | Strategies for Lack of Support from Parents                   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Barrier: Lack of Support from Parents (cont.)**

| #   | Strategies for Lack of Support from Parents   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| M03 | Recruit volunteers to actively participate in school activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Shortage of Qualified Personnel**

| #   | Strategies for Shortage of Qualified Personnel  | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Lack of Knowledge Regarding Program Benefits**

| #   | Strategies for Lack of Knowledge Regarding Program Benefits                                     | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

| #   | Strategies for Lack of Knowledge Regarding Program Benefits   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) _____   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Lack of Transportation to Program Activities**

| #   | Strategies for Lack of Transportation   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) _____   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Other Barriers**

| #   | Strategies for Other Barriers | Students                 | Teachers                 | Others                   |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |

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